DOCUMENT RESUME

ED 295 109 CG 020 849

TITLE Elementary School Guidance and Counseling in Virginia: An Emerging Program.
INSTITUTION Appalachia Educational Lab., Charleston, W. Va.; Virginia Association of Elementary School Principals.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE May 87
CONTRACT 400-86-0001
NOTE 46p.
AVAILABLE FROM Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($5.00).
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Counselor Role; *Elementary Education; *Principals; Program Implementation; *School Counseling; *School Guidance; State Boards of Education; State Programs; *Superintendents
IDENTIFIERS *Virginia

ABSTRACT

The Virginia Board of Education adopted a resolution in May 1986 to establish a statewide elementary school guidance program within a 4-year period. A study group was formed to produce an objective, statewide study of principals' and superintendents' perceptions of this new program and to detect issues which could hinder program implementation. Two survey instruments, one for elementary school principals and one for superintendents, were developed. Results from surveys completed by 350 elementary school principals and 85 school superintendents revealed five major findings: (1) principals and superintendents supported the elementary guidance and counseling program; (2) both principals and superintendents strongly supported the existing certification requirements for counselors; (3) fewer than one-third of respondents had attended a state department of education regional orientation meeting on the new guidance and counseling program; (4) when ranking functions of elementary school guidance counselors, respondents chose as most important the provision of individual and group counseling for students; and (5) respondents ranked "funding a qualified, full-time guidance counselor" as their major concern about implementation of the program, and "availability of fully qualified guidance personnel" as their second concern. The study group made five recommendations based on the results of the survey. (Author/NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED295109

VAESP-AEL

Elementary School Guidance and Counseling in Virginia: An Emerging Program

May 1987

A Joint Study by

The Virginia Association of Elementary School Principals
and

AEL

Appalachia Educational Laboratory
Charleston, West Virginia

Funded by

OERI

Office of Educational Research and Development
U.S. Department of Education
Washington, D.C.

CG 020849

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Marilyn Stack

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

ELEMENTARY SCHOOL GUIDANCE AND COUNSELING IN VIRGINIA:

AN EMERGING PROGRAM

A Joint Study by

The Virginia Association of Elementary School Principals
and
Appalachia Educational Laboratory

May 1987

Funded by
OERI
Office of Educational Research and Improvement
U.S. Department of Education

The Appalachia Educational Laboratory (AEL) is located in Charleston, West Virginia. Its mission is to work with the Region's educators in an ongoing R & D-based effort to improve education and educational opportunity. To accomplish this mission AEL works toward:

- the improvement of professional quality,
- the improvement of curriculum and instruction,
- the improvement of community support, and
- the improvement of opportunity for access to quality education by all children.

Information about AEL projects, programs, and services is available by contacting the Appalachia Educational Laboratory, Post Office Box 1348, Charleston, West Virginia 25325.

This publication is based on work sponsored wholly or in part by the Office of Educational Research and Improvement, U. S. Department of Education, under contract number 400-86-0001. Its contents do not necessarily reflect the views of AEL, OERI, the Department, or any other agency of the U. S. Government.

These materials are issued in draft form for developmental purposes.

The Appalachia Educational Laboratory, Inc., is an Equal Opportunity/Affirmative Action Employer.

EXECUTIVE SUMMARY

The Virginia Board of Education adopted a resolution on May 23rd, 1986, calling for the establishment of a statewide elementary school guidance program within a four-year period. The state board's action came as a surprise to many people. Although there was strong support for the program among school personnel throughout the state, there was no consensus on what was needed for *implementation*.

The Virginia Association of Elementary School Principals (VAESP), which has long supported elementary school guidance and counseling programs, joined with the Appalachia Educational Laboratory in a collaborative effort to produce an objective, statewide study of principals' and superintendents' perceptions of this new program. The VAESP-AEL Study Group on Elementary Guidance was formed during the summer of 1986 and continued its work through the publication of this report in May 1987. The group included four elementary school principals, four people associated with guidance and counseling on the school division level, one state department of education staff member, two AEL staff members, and one VAESP staff member.

The study group was charged especially with the task of detecting issues over which a lack of consensus could hinder implementation of the program. To accomplish this task, the group developed two survey instruments--one for elementary school principals and one for superintendents. The survey took place following a series of regional orientation meetings, conducted by the state department of education, on the new guidance and counseling program.

A random sample of 700 elementary school principals (from a statewide population of 1,128) and all superintendents from Virginia's 137 school divisions were surveyed. VAESP received usable surveys by the cutoff date from 350 elementary school principals and from 85 school superintendents. This represented a return rate of 50 percent for principals and 61 percent for superintendents.

At a meeting in early May 1987, the study group reviewed the results of its survey and agreed that the data yielded five major findings:

1. **Principals and superintendents supported the elementary guidance and counseling program.**

2. **Both principals and superintendents strongly supported the existing certification requirements; namely, that counselors hold a master's degree in guidance and counseling and that they have at least two years of teaching experience.**

3. **Only a small percentage (fewer than one-third) of principals and superintendents had attended a state department of education regional orientation meeting on the new guidance and counseling program. Further, only about half of superintendents and about a third of principals had read one of the two state department of education documents on the topic.**

4. When asked to rank the functions of elementary guidance counselors, principals and superintendents chose as most important, "to provide individual and group counseling for students."

5. Principals and superintendents ranked "funding a qualified, full-time guidance counselor" as their number one concern about implementing a guidance and counseling program. They ranked "availability of fully qualified guidance personnel" as their number two concern.

The group discussed the implications of each finding for helping or hindering the establishment of guidance and counseling programs in all Virginia elementary schools. As a result of this discussion, the group arrived at the following recommendations:

1. The VAESP should resolve to assist in the successful implementation of the Elementary School Guidance and Counseling Program by every means possible.

2. The VAESP should provide balanced discussion regarding the issues surrounding the preparation of elementary school guidance counselors.

3. The VAESP should consider holding "Issues Workshops" in each of its eleven zones during the 1987-88 school year to discuss and explain the elementary school guidance program.

4. VAESP should work with guidance counselor associations to bring clarity to the 60/40 standard and to explore models that have proven successful in its implementation.

5. VAESP should continue to press for full funding of the Standards of Quality by the Commonwealth of Virginia.

ACKNOWLEDGEMENTS

The members of the VAESP-AEL Study Group on Elementary Guidance (listed on the next page) conceptualized, planned, constructed, and critiqued this study. Group members spent many hours in this collaborative activity, and through it all were greatly helped by the determined, patient, and capable leadership of the chairman.

Other important contributors to the study were the following doctoral students and graduate from the Virginia Polytechnic Institute and State University, Tidewater: Larry Hixson and Wes Byrd of the York County Public Schools worked through a weekend to computerize the data; John Bowen of the Chesapeake Public Schools worked during his spring vacation to provide statistical analysis of the data; and Gloria Broxie of the U.S. Army compiled the comments from each section--a laborious chore. A sincere thanks to them.

Patricia Cahape, writer and graphic artist on AEL's staff, provided valuable expertise in editing this report and preparing it for distribution.

Finally, Robert R. Richards, executive director of VAESP and assistant professor at Virginia Polytechnic Institute and State University, supervised the project and wrote the draft copy for this report.

VAESP-AEL STUDY GROUP ON ELEMENTARY GUIDANCE

Harold Golding
President, VAESP
Woodlawn Combined Schools
Rt. 1, Box 6B
Woodlawn, VA 24381

Dr. Nancy Helms
Director of Guidance & Testing
Hampton City Schools
1819 Nickerson Boulevard
Hampton, VA 23663

Dr. Betty Henry, Principal
McHard Elementary School
1220 Wadsworth Avenue
Radford, VA 24141

Dr. Libby R. Hoffman, Supervisor
Elementary Guidance Programs
Department of Education
P. O. Box 6Q
Richmond, VA 23216

Gary Kelly, Supervisor
Guidance and Testing
Roanoke County Public Schools
526 College Avenue
Salem, VA 24153

Dr. Pamela C. Kloeppel
Director of Guidance
Norfolk Public Schools
800 E. City Hall Avenue
Norfolk, VA 23501

John Millard, Principal
West Salem Elementary School
520 North Bruffey Street
Salem, VA 24153

Sandra Orletsky, Director
School Governance & Administration
Appalachia Educational Laboratory
P. O. Box 1348
Charleston, WV 25325

Dr. Robert R. Richards
Executive Director, VAESP
4613 Player Lane
Virginia Beach, VA 23462

Beth Sattes
R & D Specialist
Appalachia Educational Laboratory
P. O. Box 1348
Charleston, WV 25325

Joan VanVliet
Elementary School Counselor
Cassel Elementary School
Route 1
Waynesboro, VA 22980

Gary Waynick
Elementary School Counselor
Williamsburg/James City
County Public Schools
104 Redbud Lane
Williamsburg, VA 23185

R. Paul Davis, Chairman
Principal
Cassel Elementary School
Route 1
Waynesboro, VA 22980

TABLE OF CONTENTS

Executive Summary iii

Acknowledgements v

VAESP-AEL Study Group on Elementary Guidance vi

INTRODUCTION 1
- Background 3
- Purpose 3
- Methodology 4
- Preparation and Presentation of Data 4

SECTION I RESULTS: Demographic, Awareness, Support, and Opinion Items 5
- Survey Responses 7
- Comparison of Principals' and Superintendents' Responses 10
- Analysis of Significant Differences for Section I, Principals' Survey 12

SECTION II RESULTS: Ranking of Guidance Counselors' Functions 15

SECTION III RESULTS: Ranking of Concerns About Implementation 19

FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS 23

REFERENCES 29

APPENDICES 31
- A. Memo to Division Superintendents (Supts. Memo. No. 153) 33
- B. Resolution Expressing the Intent of the Board of Education Regarding Elementary School Guidance Programs 35
- C. A Brief Description of the Elementary School Guidance and Counseling Program 37
- D. Considerations in Developing Elementary School Guidance and Counseling Programs 39
- E. Survey Cover Letter 41
- F. A Survey of Elementary Principals Concerning the Elementary Guidance and Counseling Program for Virginia 43
- G. A Survey of Superintendents Concerning the Elementary Guidance and Counseling Pogram for Virginia 47

INTRODUCTION

BACKGROUND

The Virginia Board of Education adopted a resolution on May 23rd, 1986, calling for the establishment of a statewide elementary school guidance program within a four-year period. (See Appendices A, B, C, and D for copies of the superintendent's memo announcing the decision, the resolution of intent, a brief description of the program, and a list of considerations in developing elementary school guidance and counseling programs.)

The state board's action came as a surprise to many people. The Virginia Association of Elementary School Principals (VAESP) had maintained a position in support of elementary guidance and counseling for some time. But, although there was strong support among school personnel throughout the state, there was no consensus on what was needed for *implementation*.

At about this same time, VAESP learned from Sandra Orletsky, Director of the School Governance and Administration program of the Appalachia Educational Laboratory (AEL), that AEL could provide support for a study group on a topic of concern to Virginia school administrators. The VAESP board seized the opportunity. With AEL agreement, the VAESP-AEL Study Group on Elementary Guidance was begun in the summer of 1986. The group included four elementary school principals, four people associated with guidance and counseling on the school division level, one state department of education staff member, two AEL staff members, and one VAESP staff member.

PURPOSE

The study group adopted the following statements of purpose in November 1986:

(1) the group will conduct surveys to identify perceptions of needs and concerns relating to the guidance and counseling programs, and
(2) the surveys will be conducted using a random sample of Virginia elementary principals and the complete population of school superintendents.

In January 1987, these statements were endorsed by the VAESP board at its regular meeting. The association board followed up with its own position statement in favor of the study group's planned survey:

> The VAESP sees a need to gather descriptive data on the understandings, feelings and perceptions of elementary school principals in Virginia regarding the implementation of the state-wide elementary school guidance and counseling program. The association supports elementary school guidance and has done so for some time. The implementation process is the target of the association's concern.
>
> Specifically, the association is concerned with the degree to which principals understand certain concepts and terminology and the clarity by which they are presented. To implement policy well, the meanings and implications of policy must be understood.
>
> For these reasons, the board of directors authorizes an objective, valid and state-wide study of principals and superintendents regarding the subject of concern.

METHODOLOGY

The study group appointed a committee to develop two survey instruments--one for elementary school principals and one for superintendents. Drafts of these two instruments were refined through several reviews by study group members and, finally, through a pilot test with a small group of elementary school principals and superintendents.

Study group members scheduled the survey to take place following the state department of education's series of regional orientation meetings on the new guidance and counseling program and its implications. Thus, in February 1987, at the conclusion of these meetings, the finalized instruments were printed and mailed along with a cover letter explaining the purpose of the survey and a brief description of the elementary guidance and counseling program. (See Appendices E, F, and G for copies of the cover letter, the principals' survey, and the superintendents' survey.)

A random sample of 700 elementary school principals (from a statewide population of 1,128) was surveyed. The sample was selected by staff at AEL, who assigned every Virginia elementary principal an individual four-digit number and then selected 700 using a table of random numbers. This method assures that the sample is representative of the whole population, according to Krejcie and Morgan (1970).

All superintendents from Virginia's 137 school divisions were surveyed.

VAESP received usable surveys by the cutoff date from 350 elementary school principals and from 85 school superintendents. This represented a return rate of 50 percent for principals and 61 percent for superintendents.

PREPARATION AND PRESENTATION OF DATA

Both the principals' and the superintendents' survey instruments were comprised of the same three sections:

- Section I collected demographic data and background information about respondents' awareness of, support for, and opinions regarding elementary guidance and counseling. The results from Section I are presented here as frequency counts, with an analysis of significant differences using key comparative demographic items.

- Section II asked respondents to rank, in order of importance, seven statements about a counselor's role. Results from this section are presented as frequency counts, reported as mean scores, and then ranked by mean scores.

- Section III asked respondents to rank order five concerns related to the implementation of a guidance and counseling program. Results from this section are reported in the same manner as results from Section II.

Each of the sections allowed space for written comments from the respondents. These comments were compiled and reviewed by the study group. If the reader would like a copy of respondents' comments, contact: VAESP, P.O. Box 61878, Virginia Beach, VA 23462.

SECTION I RESULTS:
Demographic, Awareness, Support, and Opinion Items

SURVEY RESPONSES
(Section I)

Note: For Principals N=350. For Superintendents N=85.

Please indicate the type of community in which your school is located.

	RURAL	SUB	URB	NR*
Q2 Principals	140	121	64	25
	40.0%	34.6%	18.3%	7.1%
Q2 Superintendents	47	16	15	7
	55.3%	18.8%	17.6%	8.2%

Have you ever held a position as a guidance counselor?

	YES	NO	NR
Q6 Principals	23	324	3
	6.6%	92.6%	0.9%

Have you ever been the principal of an elementary school that had a guidance counselor?

	YES	NO	NR
Q7 Principals	128	218	4
	36.6%	62.3%	1.1%
Q5 Superintendents	6	73	6
	7.1%	85.9%	7.1%

Are you aware of the new State Board of Education resolution calling for a ratio of one elementary guidance counselor per 500 elementary students in Virginia public schools by the 1989-90 school year?

	YES	NO	NR
Q8 Principals	326	21	3
	93.1%	6.0%	0.9%
Q6 Superintendents	85	0	0
	100%		

Do you currently have an elementary guidance program in your school?

	YES	NO	NR
Q9 Principals	109	235	6
	31.1%	67.1%	1.7%
Q7 Superintendents	39	46	
	45.9%	54.1%	

*NR = Non-Response

Have you attended a regional meeting provided by the State Department of Education, addressing the various implications of the proposed Elementary School Guidance Program?

	YES	NO	NR*
Q10 Principals	91	256	3
	26.0%	73.1%	0.9%
Q8 Superintendents	27	58	
	31.8%	68.2%	

Are you aware of the state accreditation standard requiring counselors to spend 60% of their time in individual and small goup counseling with students and parents, and 40% to be spent in other guidance responsibilities?

	YES	NO	NR*
Q11 Principals	297	49	4
	84.9%	14.0%	1.1%
Q9 Superintendents	84	1	
	98.8%	1.2%	

Have you read the state document, A Guide for Planning and Developing Guidance and Counseling Programs in Virginia's Public Schools?

	YES	NO	NR
Q12 Principals	101	242	7
	28.9%	69.1%	2.0%
Q10 Superintendents	51	34	
	60.0%	40.0%	

Have you read the state document, Program Guidelines for Elementary School Counselors in Virginia?

	YES	NO	NR
Q13 Principals	118	202	9
	33.7%	63.7%	2.6%
Q11 Superintendents	42	43	
	49.4%	50.6%	

Does your district have a job description for elementary guidance counselors?

	YES	NO	NR
Q14 Principals	147	175	28
	42.0%	50.0%	8.0%
Q12 Superintendents	37	45	3
	43.5%	52.9%	3.5%

*NR = Non-Response

Do you support the certification requirement that a guidance counselor shall hold a master's degree in guidance and counseling?

	YES	NO	NR*	UD**
Q15 Principals	253	35	7	55
	72.3%	10.0%	2.0%	15.7%
Q13 Superintendents	62	12	0	11
	72.9%	14.1%		12.9

Do you support the certification requirement that an elementary guidance counselor shall have a minimum of two successful academic years of full time experience in teaching, one year of which could be satisfied by full-time work experience in a non-school setting?

	YES	NO	NR*	UD**
Q16 Principals	239	70	6	35
	68.3%	20.0%	1.7%	10.0%
Q14 Superintendents	65	13	0	7
	76.5%	15.3%		8.2%

Do you support the need for an Elementary Guidance and Counseling Program as presented by the State Board of Education Resolution?

	YES	NO	NR	UD
Q17 Principals	273	17	12	48
	78.0%	4.9%	3.4%	13.7%
Q15 Superintendents	54	21	0	10
	63.5%	24.6%		11.8%

On the reverse side of the cove- letter are the four components required of all elementary guidance programs. Review them carefully. Do you believe that guidance programs based on these standards can meet the unique needs of each school's student population?

	YES	NO	NR	UD
Q18 Principals	267	29	13	41
	76.6%	8.3%	3.7%	11.7%
Q16 Superintendents	63	7	3	12
	74.1%	8.2%	3.5%	14.1%

Do you think that the guidance counselor's responsibilities will be different based on school-specific factors such as community and student characteristics?

	YES	NO	NR	UD
Q19 Principals	278	32	15	25
	79.4%	9.1%	4.3%	7.1%
Q17 Superintendent	69	9	4	3
	81.2%	10.6%	4.7%	3.5%

*NR = NON-RESPONSE

** UD = UNDECIDED

COMPARISON OF PRINCIPALS' AND SUPERINTENDENTS' RESPONSES

The items in Section I can be broken down for analysis as follows:

Principals	
Demographic items	1,2,3,4,5,6,7,9,10,12,13,14
Awareness items	8,11
Support items	15,16,17
Opinion items	18,19

Superintendents	
Demographic items	1,2,3,4,5,7,8,10,11,12
Awareness items	6,9
Support items	13,14,15
Opinion items	16,17

Demographic Items

Not all demographic data from the survey are reported in this document. Overall, the demographic results from the sample return reflect results that could be expected had the entire population responded.

The demographic items reveal that many more principals (36.6%) than superintendents (7.1%) have had actual school-site experience with elementary guidance counseling.

About one-third of principals (31.1%) report guidance programs in their school, while close to one-half (45.9%) of superintendents report elementary guidance programs in their school division. Of course, a superintendent from a large district with only one or two schools with programs would respond affirmatively.

Few superintendents (31.8%) and even fewer principals (26.9%) attended the regional orientation meetings on the new guidance program and its implications.

A Guide for Planning and Developing Guidance and Counseling Programs in Virginia's Public Schools has been read by 60% of superintendents. Only 28.9% of principals have read the guide.

Only one-third of principals (33.7%) and one-half of superintendents (49.4%) have read Program Guidelines for Elementary School Counselors in Virginia.

Slightly less than half (43.5%)) of Virginia's school divisions have job descriptions for elementary school counselors.

Awareness Items

All superintendents and 93.1% of principals are aware of the state board resolution calling for a state-wide guidance program by the 1989-90 school year. Both superintendents and principals are aware of the 60/40 time split for counselors, although 14% of principals were not informed of the standard at the time of the survey.

Support Items

A strong majority of principals (72.3%) and superintendents (72.9%) support the requirement that guidance counselors should hold a master's degree in guidance and counseling. Both groups (P-68%/S-76.5%) agree that teaching experience is important in preparing guidance counselors. Principals (78.0%) are somewhat more supportive of the state school board elementary guidance and counseling program than are superintendents (63.5%).

Opinion Items

Principals (76.6%) and superintendents (74.1%) believe that the four components required of elementary guidance programs can meet the unique needs of each school's student population. Both groups (P-79.4%/S-81.2%) agreed that a guidance counselor's responsibilities will differ from school to school due to to differences in characteristics of communities and individual students they serve.

ANALYSIS OF SIGNIFICANT DIFFERENCES FOR SECTION I PRINCIPALS' SURVEY

Questions 12 through 19 were designed to measure principals' awareness of, support for, and opinions about the proposed elementary guidance and counseling program. Responses to these eight questions were statistically analyzed to measure the effect of three different variables.

- **Variable 1: experience as a guidance counselor**
  Responses of principals who had previously held positions as guidance counselors (6.6%) were compared with responses of principals who had never had such experience (92.6%).

  The two groups did not differ significantly in their responses to Questions 12 - 19.

- **Variable 2: attendance at a state department regional orientation meeting**
  Responses of principals who had attended a state department of education regional orientation meeting addressing the implications of the proposed Elementary School Guidance Program (26%) were compared with responses of principals who had not attended such a meeting (73.1%).

  The two groups responded similarly to six of the eight questions but differed in their responses to two (Q12 and Q13). About half of the principals who had attended an orientation meeting had also read the two state department of education publications on the elementary guidance and counseling program. Of those who had not attended a meeting, only about a quarter had read either publication.

- **Variable 3: experience managing a guidance counselor**
  Responses of principals who had managed a school that had a guidance counselor were compared with responses of principals who had never had this experience.

  The two groups differed in their responses to four of the eight questions (Q13, Q14, Q15, and Q17). Principals who had experience managing a school with a guidance counselor were more likely (43%) to have read the state document on Program Guidelines *than those who did not have that experience (23%). About three quarters of principals who had experience--compared to about one quarter of principals without experience--reported the existence of an elementary school guidance counselor job description in their districts. The two groups supported the certification requirement calling for a master's degree in guidance and counseling, and both groups agreed on the need for such a program. However, in both cases, those who had managed a school with a counselor were stronger in their support.*

Table 1.
Analysis of Statistically Significant Differences for Each of Three Variables Affecting Principals' Responses to Survey Questions 12 Through 19

Survey Question	Percent of total responding YES	Variable 1		Variable 2		Variable 3	
		HAD been a counselor	HAD NOT been a counselor	HAD attended meeting	HAD NOT attended meeting	HAD managed a counselor	HAD NOT managed a counselor
Q12. Have you read *Guide for Planning...*?	29%	No difference		53% Yes Chi Sq = 25.27, df = 1, p < .01	21% Yes	No difference	
Q13. Have you read *Program Guidelines...*?	34%	No difference		53% Yes Chi Sq = 19.65, df = 1, p < .01	28% Yes	43% Yes Chi Sq = 6.49, df = 1, p < .01	29% Yes
Q14. Does your district have a job description for elem. school counselors?	42%	No difference		No difference		74% Yes Chi Sq = 79.1, df = 1, p < .01	23% Yes
Q15. Do you support requirement for Master's in guidance and counseling?	72%	No difference		No difference		84% Yes Chi Sq = 11.61, df = 2, p < .01	67% Yes
Q16. Do you support requirement for two years teaching experience?	68%	No difference		No difference		No difference	
Q17. Do you support the need for Elementary Guidance and Counseling program?	78%	No difference		No difference		88% Yes Chi Sq = 12.2, df = 2, p < .01	73% Yes
Q18. Do you think the program as presented will meet the unique needs of each school?	76%	No difference		No difference		No difference	
Q19. Do you think counselors' responsibilities will vary from school to school?	79%	No difference		No difference		No difference	

SECTION II RESULTS:
Ranking of Guidance Counselors' Functions

RANKING OF GUIDANCE COUNSELORS' FUNCTIONS

In this section, principals and superintendents were given these instructions:

> "The following is a list of important functions of elementary school guidance counselors. Please rank them in order of importance with (1) being the most important and (7) being the least important of the group."

Below are the guidance functions respondents were asked to rank order. They are ordered according to the results of the survey. Both groups ordered them in exactly the same way.

Rank	Functions
1	Provide individual and group counseling for students.
2	Work cooperatively with teachers, principals, and other school personnel to foster more effective learning climates for children.
3	Assist parents through individual consultation and counseling and group procedures to acquire understanding of children, positive attitudes, techniques, and strategies essential for constructive childrearing.
4	Provide teachers, administrators, pupil personnel workers, and others in the educational and community settings information, strategies, and approaches for enhancing the total development of children.
5	Conduct classroom guidance activities, with particular attention upon career development, and assist teachers to provide such experiences.
6	Promote closer school-home relationships through improved communication with parents.
7	Assist parents and children to obtain and benefit from needed special school and/or community services.

The following two tables show the rank, frequencies, and mean scores for each function.

Table 2

Ranking, Frequencies, & Mean Scores--Principals Survey

RANK		FREQUENCY SCORES							MEAN
		1	2	3	4	5	6	7	
(1)	Frequency	230	46	22	12	14	4	5	565
	Weight	230	92	66	48	70	24	35	1.7
(2)	Frequency	50	90	66	38	45	35	9	1084
	Weight	50	180	198	152	225	216	633	3.3

Table 2 (Cont'd.)

RANK		FREQUENCY SCORES							MEAN
		1	2	3	4	5	6	7	
(3)	Frequency	17	65	59	75	61	41	13	1266
	Weight	17	130	177	300	305	246	91	3.8
(4)	Frequency	16	36	76	61	52	52	39	1405
	Weight	16	72	228	224	260	312	273	4.2
(5)	Frequency	9	55	33	46	41	48	99	1588
	Weight	9	110	99	184	205	288	693	4.8
(6)	Frequency	6	18	48	62	59	73	68	1643
	Weight	6	36	144	248	295	438	476	4.9
(7)	Frequency	4	25	30	38	61	76	97	1737
	Weight	4	50	90	152	305	456	679	5.2

Table 3

Ranking, Frequencies, & Mean Scores--Superintendents Survey

RANK		FREQUENCY SCORES							MEAN
		1	2	3	4	5	6	7	
(1)	Frequency	53	13	4	3	3	1	3	145
	Weight	53	26	12	12	15	6	21	1.8
(2)	Frequency	16	21	12	12	11	5	3	248
	Weight	16	42	36	48	55	30	21	3.1
(3)	Frequency	5	15	17	22	11	7	3	292
	Weight	5	30	51	88	55	42	21	3.7
(4)	Frequency	1	8	21	14	17	13	6	341
	Weight	1	16	63	56	65	54	112	4.4
(5)	Frequency	1	16	12	13	13	9	16	352
	Weight	1	32	36	52	65	54	112	4.4
(6)	Frequency	4	4	9	9	13	17	24	410
	Weight	4	8	27	36	65	102	168	5.1
(7)	Frequency	1	4	5	6	12	27	25	445
	Weight	1	8	15	24	60	162	175	5.6

SECTION III RESULTS:
Ranking of Concerns About Implementation

RANKING OF CONCERNS ABOUT IMPLEMENTATION

Section III of the survey began with these instructions:

"The following are possible concerns which may hinder the successful implementation of a guidance and counseling program. Please rank them in order of concern with (1) being the area of greatest concern and (5) being the area of least concern."

The statements of concern are listed below in the order in which principals ranked them. The superintendents' ranking for each statement is noted numerically in the column to the right of the principals' numbers. Note that both groups agreed on the first three statements. Only the last two items were reversed in importance.

Tables 4 and 5 show the actual data: ranking frequencies and mean scores.

Principals' Ranking	Superintendents' Ranking	
1	1	funding a qualified fulltime counselor.
2	2	availability of fully qualified guidance personnel.
3	3	understanding the 60/40 ratio of counseling with the other guidance functions, and being able to comply with this component.
4	5	supervision of the guidance and counseling program.
5	4	acceptance of the guidance and counseling program by school staff, administration, and/or community.

Table 4

Ranking, Frequencies, & Mean Scores--Principals Survey

RANK		FREQUENCY SCORES					MEAN
		1	2	3	4	5	
(1)	Frequency	182	69	21	19	21	564
	Weight	182	138	63	76	105	1.8
(2)	Frequency	73	132	62	30	16	723
	Weight	73	264	186	120	80	2.3
(3)	Frequency	37	65	89	67	63	1017
	Weight	37	130	267	268	315	3.2
(4)	Frequency	11	20	76	133	70	1161
	Weight	11	40	228	532	350	3.7
(5)	Frequency	15	25	59	61	150	1236
	Weight	15	50	177	244	750	4.0

Table 5

Ranking, Frequencies, & Mean Scores--Superintendents Survey

RANK		FREQUENCY SCORES					MEAN
		1	2	3	4	5	
(1)	Frequency	44	22	2	1	2	108
	Weight	44	44	6	4	10	1.5
(2)	Frequency	22	37	6	5	3	149
	Weight	22	74	18	20	15	2.0
(3)	Frequency	3	8	28	17	14	241
	Weight	3	16	84	68	70	3.4
(4)	Frequency	1	5	18	23	24	277
	Weight	1	10	54	92	120	3.9
(5)	Frequency	3	1	17	24	27	287
	Weight	3	2	51	96	135	4.0

FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

The VAESP-AEL Study Group on Elementary Guidance was formed to gather survey data on the perceptions of elementary school principals and division superintendents regarding the establishment of a statewide guidance and counseling program for elementary schools. The study group was charged especially with the task of detecting issues over which a lack of consensus could hinder implementation of the program.

At a meeting in Fredericksburg on May 6, 1987, the study group reviewed the results of its survey and agreed that the data yielded five major findings, stated below. The group discussed the implications of each finding for helping or hindering the establishment of guidance and counseling programs in all Virginia elementary schools. A summary of this discussion follows each finding, as does the group's recommendation in response to the finding.

Finding 1. Principals and superintendents supported the elementary guidance and counseling program.

Implications: The data collected from both the principals and division superintendents indicated a high degree of support for the implementation of elementary school guidance and counseling programs in the Commonwealth. Even though these groups expressed concern about funding and the availability of certified elementary school counselors, 78% of the principals and 63.5% of the superintendents believe that children in the Commonwealth of Virginia need the services of elementary school counselors.

Recommendation: The VAESP should resolve to assist in the successful implementation of the Elementary School Guidance and Counseling Program by every means possible.

Finding 2. Both principals and superintendents strongly supported the existing certification requirements; namely, that counselors hold a master's degree in guidance and counseling and that they have at least two years of teaching experience.

Implications: Principals and superintendents want well-qualified people as guidance counselors. They believe that teaching experience is necessary for effective counseling in a school setting. However, research does not support this belief. According to Peterson and Brown (1968), Heikkinen (1975), Dilley (1973), and Baker and Herr (1976), counselors with teaching experience may actually be less effective than counselors who have never taught. According to these studies, counselors with teaching experience tend to be less open, less flexible, and less effective than counselors who lack teaching experience. Counselors who have had teaching experience tend to spend more time performing routine housekeeping chores than counseling students. (For further discussion, see "Implications" under Finding 5.)

Recommendation: **The VAESP should provide balanced discussion regarding the issues surrounding the preparation of elementary school guidance counselors.**

Finding 3. Only a small percentage (fewer than one-third) of principals and superintendents had attended a state department of education regional orientation meeting on the new guidance and counseling program. Further, only about half of superintendents and about a third of principals had read one of the two state department of education documents on the topic.

Implications: It is possible that many principals were not aware that such resources have been and are available. State department documents on elementary school guidance and counseling were originally mailed to principals in schools employing counselors and to all division superintendents in 1980 and 1983. Since elementary counselors were relatively few in number during these years, the majority of principals did not receive copies.

Not having read the documents or attended the meetings could account for the principals' and superintendents' having ranked "understanding the 60/40 ratio of counseling with other guidance functions," as their number three concern, after funding and staffing.

Recommendation: **The VAESP should consider holding "Issues Workshops" in each of its eleven zones during the 1987-88 school year to discuss and explain the elementary school guidance program.**

Finding Number 4. When asked to rank the functions of elementary guidance counselors, principals and superintendents chose as most important "to provide individual and group counseling for students."

Implications: The data indicate overwhelming support for counselors' providing individual and small group counseling as recommended in the state board of education's resolution and the program outlined by the state department of education. They rated this role significantly higher than the responsibility they rated second, "working cooperatively with school staff to foster effective learning climates." Principals and superintendents are ready and willing to make sure that elementary guidance counselors spend the majority of their time counseling children.

Recommendation: **VAESP should work with guidance counselor associations to bring clarity to the 60/40 standard and to explore models that have proven successful in its implementation.**

Finding Number 5. Principals and superintendents ranked "funding a qualified, full-time guidance counselor" as their number one concern about implementing a guidance and counseling program. They ranked "availability of fully qualified guidance personnel" as their number two concern.

Implications: The study group considers both of these concerns very real and valid. However, the General Assembly

believes it has already set aside funds for a statewide elementary school guidance and counseling program. The number of positions funded under the Standards of Quality was raised from 54 professional personnel per 1,000 students in 1984-86 to 59.5 professionals in 1986-88. This increased funding was designed to cover the cost of an elementary guidance and counseling program. However, many school systems in Virginia already employ more than 59.5 professionals per 1,000 students. These school systems may have the most difficulty funding a program.

The availability of certified elementary counselors is a critical issue. Because employment as an elementary school counselor has been rare in the Commonwealth, counselor education students have majored in secondary school counseling or clinical counseling. Because turnover among secondary school counselors was low in the late 1970s and early 1980s, students were more likely to enroll in clinical programs. The average age of counselors in the Commonwealth is over 50 years of age.

The state department of education is currently considering an employment option that would allow counselors to be employed with no teaching experience. This option is called the provisional pupil personnel certificate. Counselors, under this option, would have a counseling practicum enriched with many classroom observations and consultations with teachers. Thereafter, they would have two years of provisional employment as a counselor. If successful in this provisional position, the school system could then request permanent pupil personnel certification for this counselor. Such an option would not only enlarge the counselor pool of applicants, but bring experienced and qualified child advocates into the school system in the Commonwealth of Virginia.

Recommendation: VAESP should continue to press for full funding of the Standards of Quality by the Commonwealth of Virginia.

REFERENCES

Baker & Herr. (1976). Can we bury the myth? Teaching experience for the school counselor. NASSP Journal, 403, 114-119.

Dilley. (1973). Can counselors without teaching experience be successful? School Counseling Journal, 20, 132-133.

Heikkinen, C. A. (1975). Another look at teaching experience and closed-mindedness. Journal of Counseling Psychology, 22, 79-83.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activity. Educational and Psychological Measurement, 30, 607-610.

Peterson & Brown. (1968). Does teaching experience matter? Personnel and Guidance Journal, 46, 893-897.

APPENDICES

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P. O. BOX 6Q
RICHMOND, VIRGINIA 23216

SUPTS. MEMO. NO. 153
July 23, 1986

INFORMATIONAL

MEMO TO: Division Superintendents

FROM: S. John Davis, Superintendent of Public Instruction

E. B. Howerton, Jr., Deputy Superintendent for Curriculum, Instruction, and Personnel Services

SUBJECT: Elementary School Guidance Counselor Program

At the meeting of the Board of Education on May 23, 1986, a resolution was passed expressing the intent of the Board regarding the implementation of elementary school guidance and counseling programs in the public schools of Virginia. Through this means, the Board has called for the implementation of an elementary school guidance counselor program over a four year period beginning with the 1986-87 school year. The resolution also directed the Department of Education to revise the Accreditation Standards in order to ensure the provision of the program by elementary school guidance counselors.

Attached for your information is a copy of the resolution and a list of factors to consider when planning to implement the program. For assistance or additional information, please contact Dr. Libby R. Hoffman, Supervisor for Elementary School Guidance Programs, at (804) 225-2071 or James T. Micklem, Sr., Director, Division of Special Education Programs and Pupil Personnel Services, at (804) 225-2861.

SJD/EBH/pl

Attachments

RESOLUTION EXPRESSING THE INTENT OF THE BOARD OF EDUCATION REGARDING ELEMENTARY SCHOOL GUIDANCE PROGRAMS

WHEREAS, in 1981, the General Assembly appointed the Joint Subcommittee Studying the Feasibility of Requiring Guidance Counselors in the Public Elementary Schools; and

WHEREAS, this Joint Subcommittee conducted a thorough study and concluded that a comprehensive developmental guidance and counseling program in the public elementary schools is a cost-effective means of fostering human potential, preventing personal difficulties, and enhancing student achievement; and

WHEREAS, the Joint Subcommittee recommended that developmental elementary school guidance and counseling programs be provided in the public elementary schools; and

WHEREAS, a ratio of one counselor per 500 elementary school students has been supported by the Virginia Counselors Association as well as by research conducted at the State and national levels; and

WHEREAS, the Secretary of Education, on behalf of Governor Gerald L. Baliles, suggested that an elementary guidance program be implemented on a four-year phase-in basis in the public elementary schools; now, therefore, be it

RESOLVED by the Board of Education that an elementary school guidance counselor program be implemented in Virginia's public elementary schools over a four-year period beginning in the 1986-87 school year, with full implementation by the 1989-90 school year; and, be it

FURTHER RESOLVED, that the Standards for Accrediting Schools in Virginia be modified to ensure the provision of an elementary guidance program in the school divisions of the Commonwealth.

Adopted in Charlottesville this 23rd day of May, 1986

_____
President

_____ _____

_____ _____

_____ _____

_____ _____

_____
Superintendent of Public Instruction

A BRIEF DESCRIPTION OF THE ELEMENTARY SCHOOL GUIDANCE AND COUNSELING PROGRAM

Elementary school counselors provide a planned, sequential program of guidance and counseling services based upon students' developmental and special needs. The program consists of the following components:

1. **Counseling** is conducted with students individually and in small groups to help them resolve or cope constructively with their problems and developmental concerns. Counseling also is conducted with parents individually and in small groups regarding child-rearing concerns, child development, and methods parents may use to help children experience healthy development and success in school. (The Standards for Accrediting Schools in Virginia, July, 1983, Standard E, 9f, require that at least 60 percent of the guidance staff's time shall be devoted to counseling.)

2. **Classroom guidance**, a planned, developmental program of guidance activities to foster students' academic, personal-social, and career development, is provided for all students through a collaborative effort by counselors and teachers. Counselors help teachers to plan and conduct classroom guidance sessions and also conduct some of the sessions. The classroom guidance curriculum focuses on topics such as self-understanding, interpersonal skills, career awareness, problem solving and decision making techniques, and behavior, attitudes and beliefs necessary for success in education and career as well as for responsible citizenship.

3. **Consultation** by elementary counselors is conducted with parents, teachers, administrators, school psychologists, social workers/visiting teachers, medical professionals and community agency personnel. This provides for the mutual sharing and analysis of information and ideas to plan and carry out strategies to help students experiencing problems. Although counselors consult with these persons individually, a pupil personnel (child study) team approach also is used in some divisions.

4. The **coordination** component requires elementary school counselors to perform the following functions: a) coordinate, in collaboration with other pupil personnel services professionals, the use of school and community resources to help students experiencing difficult problems; b) assist parents to obtain needed services for their children through a referral and follow-up process; c) serve as a liaison between the school and community agencies so that they may collaborate in efforts to help students; d) plan and coordinate the guidance program, including periodic evaluations to determine program effectiveness; e) provide inservice for teachers and school staff regarding their roles and responsibilities in the guidance program; and coordinate the school's testing program, which includes interpreting test results to students, parents, and school personnel.

CONSIDERATIONS IN DEVELOPING ELEMENTARY SCHOOL GUIDANCE AND COUNSELING PROGRAMS

In developing a plan for your use for phasing in elementary school guidance and counseling programs, it is important to include the following:

- Program goals and objectives based upon students' developmental needs;
- Program development activities to be conducted, including methods for periodic program evaluation;
- A description of the program to be provided (See Part I), and the percentages of counselor time to be allocated to each component;
- The projected elementary counselor/student ratios;
- Counselor qualifications;
- Facilities, resources, and clerical assistance to be provided for the program;
- Inservice to be provided for principals, teachers, and other staff regarding the program and their participation in it;
- Activities to inform parents, students, and the community about the program;
- A time line for achieving division-wide implementation of the program; and
- The name of the person who will direct/coordinate the program.

VIRGINIA ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

VAESP

P.O. BOX 61878 • VIRGINIA BEACH, VA. 23462

February 1987

Dear Virginia Administrator,

Within the next three years, there will be a significant increase in the number of elementary school guidance and counseling programs in the Virginia public schools. A study has been designed by the Virginia Association of Elementary School Principals (VAESP) study group in cooperation with the Appalachia Educational Laboratory. The study is to assess the perceptions and needs of principals and superintendents regarding the implementation of these elementary guidance programs. So that the results truly represent the thinking of school administrators in Virginia, it is important that each questionnaire be completed and returned. Your response will be confidential and anonymous.

On the reverse side of this letter is a brief description of the proposed elementary school guidance and counseling program. You are encouraged to review this material prior to answering this questionnaire.

Thank you for your assistance.

Sincerely,

Paul Davis

Paul Davis, Chairman, Study Group
Virginia Association of Elementary School Principals

Harold Golding

Harold Golding, President
Virginia Association of Elementary School Principals

Robert R. Richards

Robert Richards, Executive Director
Virginia Association of Elementary School Principals

PD: HG: RR: rc

ENCLOSURE

A Brief Description of the Elementary School Guidance and Counseling Program

Elementary school counselors provide a planned, sequential program of guidance and counseling services based upon students' developmental and special needs. The program consists of the following components:

1. **Counseling** is conducted with students individually and in small groups to help them resolve or cope constructively with their problems and developmental concerns. Counseling also is conducted with parents individually and in small groups regarding child-rearing concerns, child development, and methods parents may use to help children experience healthy development and success in school. (*The Standard for Accrediting Schools in Virginia*, July, 1983 Standard E, 9f, requires that at least **60 percent of the guidance** staff's time shall be devoted to counseling.)

2. **Classroom guidance**, a planned, developmental program of guidance activities to foster students' academic, personal-social, and career development is provided for all students through a collaborative effort by counselors and teachers. Counselors help teachers to plan and conduct classroom guidance sessions and also conduct some of the sessions. The classroom guidance curriculum focuses on topics such as self-understanding, interpersonal skills, career awareness, problem-solving and decisionmaking techniques, and behavior, attitudes, and beliefs necessary for success in education and career as well as for responsible citizenship.

3. **Consultation** by elementary counselors is conducted with parents, teachers, administrators, school psychologists, social workers/visiting teachers, medical professionals, and community agency personnel. This provides for the mutual sharing and analysis of information and ideas to plan and carry out strategies to help students experiencing problems. Although counselors consult with these persons individually, a pupil personnel (child study) team approach also is used in some divisions.

4. The **coordination component** requires elementary school counselors to perform the following functions: a) coordinate, in collaboration with other pupil personnel services professionals, the use of school and community resources to help students experiencing difficult problems; b) assist parents to obtain needed services for their children through a referral and follow-up process; c) serve as a liaison between the school and community agencies so that they may collaborate in efforts to help students; d) plan and coordinate the guidance program, including periodic evaluations to determine program effectiveness; e) provide inservice for teachers and school staff regarding their roles and responsibilities in the guidance program; and f) coordinate the school's testing program, which includes interpreting test results to students, parents, and school personnel.

A SURVEY OF ELEMENTARY PRINCIPALS CONCERNING THE ELEMENTARY GUIDANCE AND COUNSELING PROGRAM FOR VIRGINIA

IMPORTANT: PLEASE RECORD SURVEY START TIME: _____

NOTE: For the pilot test of this instrument please circle words, phrases, or questions that you find ambiguous or difficult to answer.

SECTION I

DIRECTIONS: Please report the information below by circling the number that corresponds to your choice of response

1. Are you currently serving as a principal of an elementary school?

   _____Yes _____No

   If no, please stop and return the survey to VAESP.

2. Please indicate the type of community in which your school is located.

   1. Urban
   2. Suburban
   3. Rural

3. Please circle all the grades served in your school.

   K 1 2 3 4 5 6 7 8

4. What is the enrollment of your school?

   1. Under 100
   2. 100-300
   3. 301-500
   4. More than 500

5. How many years have you worked as an elementary school principal?

   1. Less than 5 years
   2. 5-10 years
   3. 11-15 years
   4. 16 or more years

6. Have you ever held a position as a guidance counselor?

   1. Yes
   2. No

7. Have you ever been the principal of an elementary school that had a guidance counselor?

   1. Yes
   2. No

8. Are you aware of the new State Board of Education resolution calling for a ratio of one elementary guidance counselor per five hundred elementary students in Virginia public schools by the 1989-90 school year?

   1. Yes
   2. No

9. Do you currently have an elementary guidance program in your school?

   1. Yes
   2. No

10. Have you attended a regional meeting, provided by the State Department of Education, addressing the various implications of the proposed Elementary School Guidance Program?

    1. Yes
    2. No

11. Are you aware of the state accreditation standard requiring elementary counselors to spend 60% of their time in individual and small group counseling with students and parents, and 40% to be spent in guidance responsibilities?

    1. Yes
    2. No

12. Are you aware of the state document, *A Guide for Planning and Developing Guidance and Counseling Programs in Virginia's Public Schools?*

    1. Yes
    2. No

13. Have you read the state document, *A Guide for Planning and Developing Guidance and Counseling Programs in Virginia's Public Schools?*

    1. Yes
    2. No

14. Does your district have a job description for elementary school counselors?

    1. Yes
    2. No

15. Do you support the certification requirement that an elementary guidance counselor shall hold a master's degree in guidance and counseling?

    1. Yes
    2. No
    3. Undecided

    Comments: _____

16. Do you support the certification requirement that an elementary guidance counselor shall have a minimum of two successful academic years of fulltime experience in teaching, one year of which could be satisfied by fulltime work experience in a non-school setting?

    1. Yes
    2. No
    3. Undecided

    Comments: _____

17. Do you support the need for an Elementary Guidance and Counseling Program as presented by the State Board of Education Resolution?

    1. Yes
    2. No
    3. Undecided

    Comments: _____

18. In implementing the Elementary Guidance and Counseling Program as mandated by the State Board of Education, the basic **role** of the guidance counselor will be established uniformly. Do you agree that the **role** should be uniform?

    1. Yes
    2. No
    3. Undecided

    Comments: _____

19. Do you think that the guidance counselor's **responsibilities** will be different based on school- specific factors such as community and student characteristics?

    1. Yes
    2. No
    3. Undecided

    Comments: _____

SECTION II

The following is a list of important functions of elementary school guidance counselors. Please rank them in order of importance with (1) being the most important and (7) being the least important of the group.*

_____ provide individual and group counseling for students;

_____ conduct classroom guidance activities, with particular attention upon career development, and assist teachers to provide such experiences;

_____ work cooperatively with teachers, principals, and other school personnel to foster more effective learning climates for children;

_____ assist parents through individual consultation and counseling and group procedures to acquire understanding of children, positive attitudes, techniques, and strategies essential for constructive childrearing;

_____ provide teachers, administrators, pupil personnel workers, and others in the educational and community settings information, strategies, and approaches for enhancing the total development of children;

_____ assist parents and children to obtain and benefit from needed special school and/or community services; and

_____ promote closer school-home relationships through improved communication with parents.

Comments: _____

_____

_____

_____

_____

A Guide for Planning and Developing Guidance and Counseling Programs in Virginia's Public Schools, Virginia Department of Education, December 1983.

SECTION III

The following are possible concerns which may hinder the successful implementation of a Guidance and Counseling Program. Please rank them in order of concern with (1) being the area of greatest concern and (5) being the area of least concern:

_____ funding a qualified fulltime guidance counselor

_____ availability of fully qualified guidance personnel

_____ acceptance of a guidance and counseling program by school staff, administration, and/or community

_____ supervision of the guidance and counseling program

_____ understanding the 60/40 ratio of counseling with the other guidance functions, and being able to comply with this component

Comments: _____

_____

_____

_____

_____

IMPORTANT: PLEASE RECORD SURVEY COMPLETION TIME: _____

Thank you for your cooperation.

Please return your completed survey to:
VAESP
P.O. Box 61878
Virginia Beach, VA 23462

A Survey of Superintendents Concerning the Elementary Guidance and Counseling Program for Virginia

IMPORTANT: Please return survey to

VAESP, P.O. Box 61878, Virginia Beach, VA 23462

by March 16, 1987

SECTION I

DIRECTIONS: Please report the information below by circling the number that corresponds to your choice of response.

1. Are you currently serving as a superintendent of a local school division?

   1. Yes
   2. No

If no, please stop and return the survey to VAESP.

2. Please indicate the type of community in which your school division is located.

   1. Urban
   2. Suburban
   3. Rural

3. What is the current enrollment of your school division?

   1. Under 2,000
   2. 2,000-5,000
   3. 5,001-10,000
   4. 10,001-25,000
   5. more than 25,000

4. Have your ever served as an elementary school principal?

   1. Yes 2. No

   If yes, how many years?

   1. Less than 5 years
   2. 5-10 years
   3. 11-15 years
   4. 16 or more years

5. Have you ever been the principal of an elementary school that had a guidance counselor?

   1. Yes
   2. No

6. Are you aware of the new State Board of Education resolution calling for a ratio of one elementary guidance counselor per 500 elementary students in Virginia public schools by the 1989-90 school year?

   1. Yes
   2. No

7. Do you currently have an elementary guidance program in your school division?

   1. Yes
   2. No

8. Have you attended a regional meeting, provided by the State Department of Education, addressing the various implications of the proposed Elementary School Guidance Program?

   1. Yes
   2. No

9. Are you aware of the state accreditation standard requiring counselors to spend 60% of their time in individual and small group counseling with students and parents, and 40% to be spent in other guidance responsibilities?

   1. Yes
   2. No

   Comments: _____

_____

_____

_____

--OVER--

10. Have you read the state document, *A Guide for Planning and Developing Guidance and Counseling Programs in Virginia's Public Schools?*

    1. Yes
    2. No

11. Have you read the state document, *Program Guidelines for Elementary School Counselors in Virginia*?

    1. Yes
    2. No

12. Does your district have a job description for elementary school counselors?

    1. Yes
    2. No

13. Do you support the certification requirement that a guidance counselor shall hold a master's degree in guidance and counseling?

    1. Yes
    2. No
    3. Undecided

    Comments: _____

14. Do you support the certification requirement that an elementary guidance counselor shall have a minimum of two successful academic years of fulltime experience in teaching, one year of which could be satisfied by fulltime work experience in a non-school setting?

    1. Yes
    2. No
    3. Undecided

    Comments: _____

15. Do you support the need for an Elementary Guidance and Counseling Program as presented by the State Board of Education Resolution?

    1. Yes
    2. No
    3. Undecided

    Comments: _____

16. On the reverse side of the cover letter are the four components required of all elementary guidance programs. Review them carefully. Do you believe that guidance programs based on these standards can meet the unique needs of each school's student population?

    1. Yes
    2. No
    3. Undecided

    Comments: _____

17. Do you think that the guidance counselor's responsibilities will be different based on school-specific factors such as community and student characteristics?

    1. Yes
    2. No
    3. Undecided

    Comments: _____

SECTION II

The following is a list of important functions of elementary school guidance counselors. Please rank them in order of importance with (1) being the most important and (7) being the least important of the group.*

_____ provide individual and group counseling for students

_____ conduct classroom guidance activities, with particular attention upon career development, and assist teachers to provide such experiences

_____ work cooperatively with teachers, principals, and other school personnel to foster more effective learning climates for children

_____ assist parents through individual consultation and counseling and group procedures to acquire understanding of children, positive attitudes, techniques, and strategies essential for constructive childrearing

_____ provide teachers, administrators, pupil personnel workers, and others in the educational and community settings information, strategies, and approaches for enhancing the total development of children

_____ assist parents and children to obtain and benefit from needed special school and/or community services

_____ promote closer school-home relationships through improved communication with parents

Comments: _____

_____

_____

_____

_____ _____

A Guide for Planning and Developing Guidance and Counseling Programs in Virginia's Public Schools, Virginia Department of Education, December 1983.

–OVER–

SECTION III

The following are possible concerns which may hinder the succesful implementation of a Guidance and Counseling Program. Please rank them in order of concern with (1) being the area of greatest concern and (5) being the area of least concern:

_____ funding a qualified fulltime guidance counselor

_____ availability of fully qualified guidance personnel

_____ acceptance of a guidance and counseling program by school staff, administration, and/or community

_____ supervision of the guidance and counseling program

_____ understanding the 60/40 ratio of counseling with the other guidance functions, and being able to comply with this component

Comments: _____

_____

_____

_____

_____

Thank you for your cooperation.

Please return your completed survey to:
VAESP
P.O. Box 61878
Virginia Beach, VA 23462